

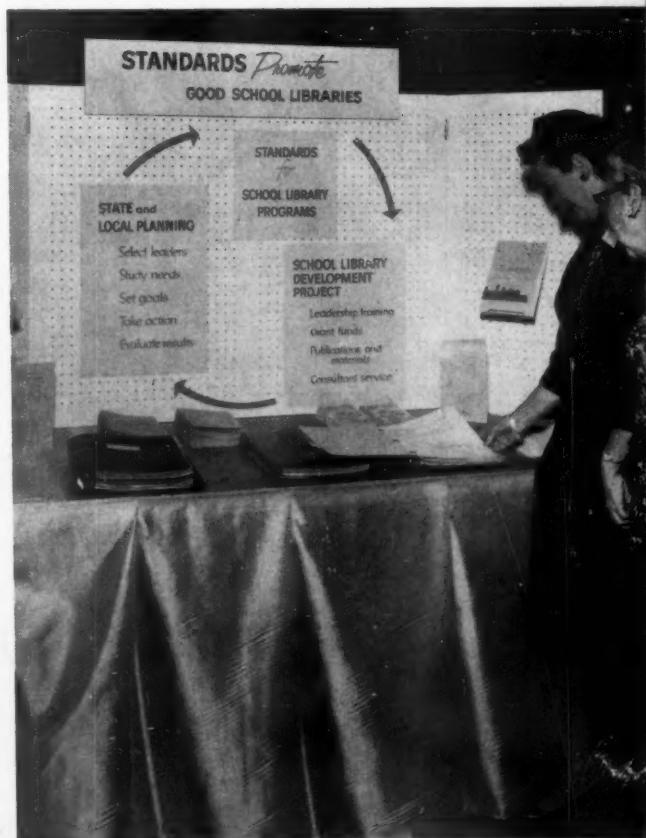
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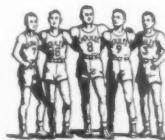
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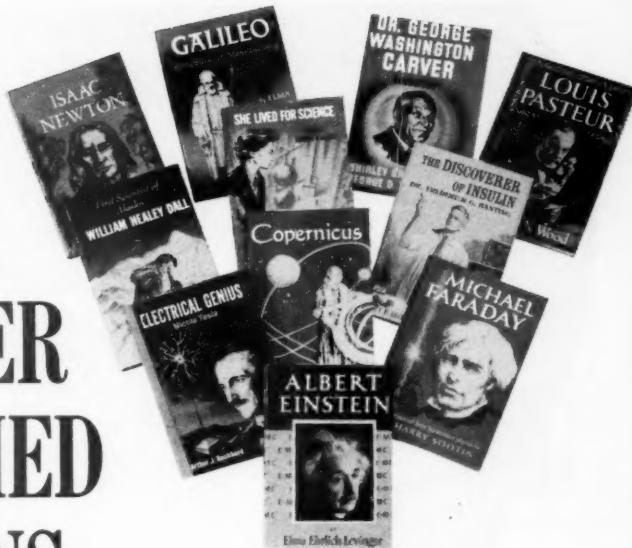
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National Conferences

The conferences highlighted in this Calendar are those which are not library sponsored but at which AASL is officially represented.

Department of Rural Education

September 29-October 4, 1961.

Pittsburgh, Pennsylvania. Agnes Krarup, local chairman.

National Association of

Educational Broadcasters

October 22-26, 1961. Washington, D. C. Evelyn Thornton, observer.

National Council for the Social Studies

November 22-26, 1961. Chicago, Illinois Rev. Edward T. LaMonte, local chairman.

National Council of Teachers of English

November 22-25, 1961. Philadelphia, Pennsylvania. Marjorie Burns, local chairman.

American Association of

School Administrators

February 17-21, 1962. Atlantic City, New Jersey. Anne Voss, local chairman.

National Association of

Secondary School Principals

February 24-28, 1962. St. Louis, Missouri Gertrude May, local chairman.

Independent Schools Education Board

March 2-3, 1962. New York City. John Park, representative.

Association for Supervision and

Curriculum Development

March 4-8, 1962. Las Vegas, Nevada. Mrs. Mildred Heyer, local chairman.

National Science Teachers Association

March 9-14, 1962. San Francisco, California. Geraldine Ferring, local chairman.

Department of Elementary School Principals

March 26-30, 1962. Detroit, Michigan Mrs. Faith T. Murdoch, local chairman.

National Council of

Teachers of Mathematics

April 16-18, 1962. San Francisco, California. Geraldine Ferring, local chairman.

National School Board Association

April 12-14, 1962. St. Louis, Missouri Louise Anthony, local chairman.

Association for Childhood Education

International

April 22-27, 1962. Indianapolis, Indiana. Esther Burrin, local chairman.

National Catholic Education Association

April 24-27, 1962. Detroit, Michigan Sister Jane Marie, local chairman.

Catholic Library Association

April 24-27, 1962. Pittsburgh, Pa.

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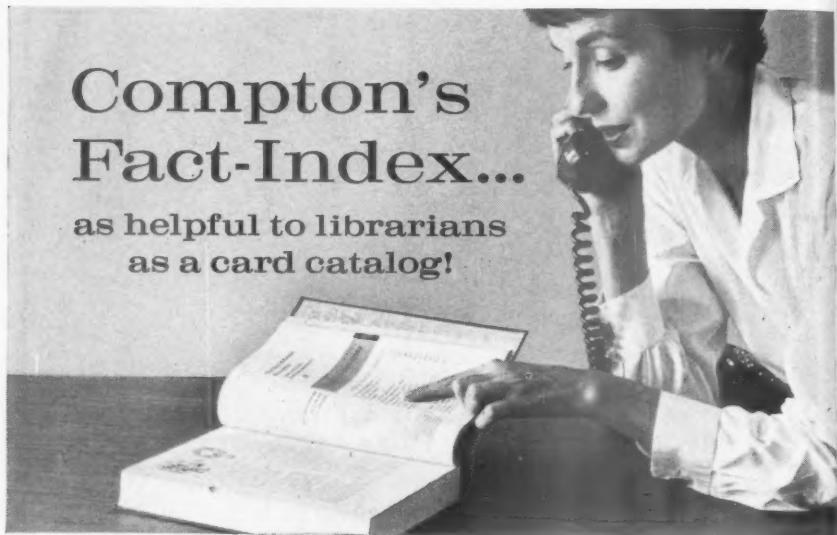
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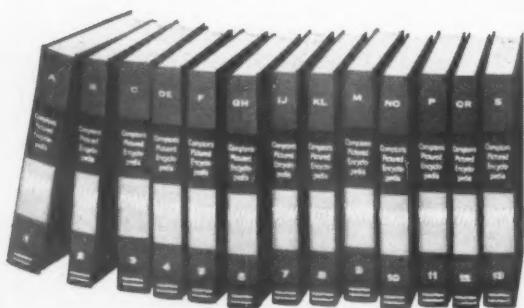
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FIRST IN QUALITY

Report from the Executive Secretary

ELEANOR E. AHLERS

This is not only the annual report of the Executive Secretary for the year 1960-61, but it also the final report of this Executive Secretary after a term of four years. Therefore, an attempt will be made to keep the particular activities of this past year to a minimum in order to summarize the work of four years, and to offer a few recommendations about the future of AASL both as a division of ALA and as a department of NEA.

The year of 1960-61 has been an extremely busy one. Although the time-consuming work of helping to bring the new standards to completion was in the past, the implementation program, plus setting up the School Library Development Project with the grant of \$100,000 and working closely with the Advisory Board and the Director, Mary Frances Kennon, have again placed the major emphasis on work with the standards implementation program. You are all aware of the impact of this program throughout the country. AASL is indeed fortunate to have Miss Kennon as the able Director and Mary Gaver as the chairman of an Advisory Board.

More and more as the year progressed it became apparent that NEA departmental status was adding to the volume of work. The AASL request for an assistant Executive Secretary, office space and secretarial staff at NEA headquarters was made to the NEA Executive Board and approved, but was refused by the Budget Committee. The small amount of \$500 which has been granted to AASL for 1961-62 is to be used for travel expenses to aid the Executive Secretary in Chicago in making trips to Wash-

ington to work with other NEA executive secretaries.

I have been fortunate indeed this past year to be invited to speak at general sessions of state library associations either on school and public library relationship or on how the new school library standards affect all libraries. Invitations to participate in programs at conferences of national professional organizations were accepted for the National Council of Teachers of English, National Science Teachers Association, National Association of Secondary-School Principals, National School Boards Association and the National Education Association. Assistance was given in planning AASL programs at several other national conventions. Special invitations included presenting a paper at the June Workshop sponsored by the School of Library Service and Teachers College of Columbia University, speaking at a colloquium at the University of Illinois Graduate School of Library Science, reporting on the standards implementation program at the ALA-ABPC Committee on Reading Development, addressing the library school students at Louisiana State University and at Rosary College in Illinois. A special meeting of the ALA Federal Relations Committee in Washington was attended as well as the fall meeting of the National Organizations Round Table for Better Schools at Arden House. I served as the alternate delegate at a meeting of the Educational Media Council, participated in the Leadership Conference of the School Library Development Project, and as a special guest at the University of Michigan where

the joint conference of MASL, MAVA and MASCD was held.

Serving as a member of the ALA staff brings additional responsibilities — attending meetings of the Staff Conference group, planning joint activities with other divisions and consulting with staff members. Other activities include providing consultant service to those who come to ALA for help, or telephone, writing travel reports, planning for the Midwinter and summer conferences, and writing Minutes, Proceedings and Highlights, working closely with the AASL President and President-Elect and many of the committee chairmen.

Office Activities

The work in the office was carried on with the assistance of Mrs. Viva Gillio, half-time professional assistant who served from October to May, the secretary, Pat Donegan, who turned out a tremendous volume of correspondence, and a quarter-time college student, Betty Prentice. There was additional clerical help during rush periods. Various lists and bibliographies were kept up to date, information was supplied for the ALA *Membership Directory*, December *ALA Bulletin*, NEA *Handbook*, various yearbooks, PEBCO ballots, etc. Correspondence, shipments, bulk mailing and materials sent in answer to requests reached an all time high in the office.

Shipments were sent for exhibit booths at 14 national education conferences; other shipments of large quantities were sent to state meetings, summer schools, workshops, etc. The most popular give-away item was "Librarians and Counselors Work Together", and the next item was *The Instructor* reprint on the elementary school library. Other requests for materials and/or advice about starting or improving elementary school librari-

ies totaled well over 1,200. Approximately 30,000 copies of "Is There Something Missing In Your School?" and nearly 10,000 of the leaflet "How To Start an Elementary School Library" were distributed. The February 1960 reprint of the *ALA Bulletin* on "New Goals for School Libraries" continued to be popular; several hundred requests of the 1961 reprint on "New Educational Trends and Media" were filled. Of the 755 requests for information filled by individual letters, nearly one third were in the area of standards, at least another third in the elementary school library field and the rest on starting and planning school libraries, NDEA, and other aspects of school library programs.

Summary and Recommendations for the Future of AASL

During the past four years of my term as Executive Secretary and based on the work of my successors — Rachel DeAngelo, Mary Helen Maher and Mariana McAllister — AASL has matured and gained respect in ALA. Understanding of the program and the needs of school librarians has been achieved to a fair extent, due largely to the wise counsel of the ALA Executive Director, David Clift, and continuing this past year with the advice and assistance of the Deputy Executive Director, Grace Stevenson. Membership has passed the 6,000 mark, which still represents but a small percentage of the potential membership among approximately 30,000 school librarians. Think for a minute about the statistics gathered last fall from 121 questionnaires returned from City, Town and Country School Library Supervisors. In this sampling of 2,512 school librarians, 63% belonged to NEA, 33% to ALA (these figures included 484 who belonged to both groups) and 24% indicated no membership in either professional association,

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or nearly one fourth of the school librarians in districts with professional leadership. Therefore, my first charge to you is to help strengthen AASL by bringing in new members.

Although great strides have been made during the first year of NEA departmental status as pointed out in my article in the March 1961 *School Libraries*, these ties are still very tenuous and AASL is handicapped by not having a school librarian housed at NEA. Remember, too, that these efforts represent only a few hundred dollars contributed by NEA. Think of this when the question is asked "What Does ALA Do For School Librarians?"

Among the services and money given by ALA is a total of more than \$21,000 for salaries, our magazine and program activities alone. This does not include \$400 for the President, travel expenses for the Executive Secretary, clerical help, office space and equipment, services and supplies, and the prestige of being a part of the American Library Association. Don't forget that AASL has been granted a a full-time professional assistant — the only office at ALA with a second professional person, except those with responsibility for more than one division. In contrast, NEA will contribute a sum of \$500 only (plus a few small additional amounts) for this new department for 1961-62, even though approximately three times as many school librarians belong to NEA as to ALA. School librarians are better paid than other types of librarians. We must accept our position as members of both the teaching and library professions and assume financial responsibility as members at the national, state and local levels. We must cement our ties with both ALA and NEA and be able to operate freely within the framework of both associations.

Activities which have been initiated

through the Executive Secretary's office during the past two years must be brought to completion — joint publications with the National Science Teachers Association and the NEA Department of Rural Education, joint activities with ASCD and DAVI, a publication on school libraries by the Educational Facilities Laboratories, a research project under Title VII of the NDEA. AASL must continue plans for the implementation of school library standards after the termination of the School Library Development Project in July 1962, must assist state school library association and student assistants' groups in programming, help to improve the professional status of school librarians, aid in setting up a provision for a state school library supervisor in the twenty-one states currently without such a provision, continue the magnificent beginning made this year under Sarah Jones in promoting federal aid for school libraries, expand and further improve our quarterly magazine, *School Libraries* already greatly improved under the editorship of Jean Lowrie and her staff.

The responsibility for the selection of school library materials has been given to the type-of-library divisions. AASL has need now for additional committees and activities in the selection field. Creative planning is needed for proposals for the ALA Goals Awards beginning in 1962. The improvement of communication with the State Assembly must be continued; many activities should be initiated in the elementary school libraries field; publications in almost every aspect of the school library program are needed, and AASL can assist in locating authors, identifying needs, etc. Our professional relations program has grown and matured under the guidance first of Elinor Yungmeyer

and recently of Georgia Cole; it must be expanded even more. We must plan more programs involving joint planning for school librarians at both the NEA and ALA conferences, including pre-conferences, and perhaps in the near future a national convention planned by school librarians for school librarians.

It is an impressive program and needs the support not only from you who are already interested members but also from those who are not now members. School librarians have an opportunity as never before to be a force in the educational and library fields.

AASL must have an executive secretary who can speak and write for the profession and work effectively with other division secretaries of ALA and department secretaries of NEA. This position will be less difficult with the addition of a professional assistant. It is an exciting and challenging position (albeit sometimes frustrating) with rich rewards and friendships both personal and professional, stimulating contacts, an opportunity to learn about many parts of this great country, to feel that you are making some small contribution to the development and improvement of school libraries.

I leave you officially at this time with many regrets. AASL has been fortunate indeed with the presidents under whom I have been privileged to serve — Lillian Batchelor, Mary Gaver, Elenora Alexander, Esther Burrin and Elizabeth Williams. I had looked forward to the term of Sara Fenwick, with whom I have worked closely in Chicago this past year, and to working with Mary Frances Kennon, Director of the School Library Development Project. My grateful appreciation to the Board, to the membership and to my office staff for your many kindnesses, your understanding and patience.



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President's Message

SARA I. FENWICK

This column brings my warm greetings and good wishes to all members of AASL. Each added year of growth brings new responsibilities, and AASL finds the quickened tempo of autumn reflected in its own accelerated activities.

No one person can express the many things that Eleanor Ahlers has meant to school librarians over the country, during the past four years, but in the name of all who have received counsel, information, and inspiration during her tenure of office at ALA we can express great appreciation for a big job magnificently done.

The officers and Board of Directors are happy to announce that a successor in the Executive Secretary's office has been found in Dorothy McGinniss. Dorothy will bring a wide background of experience and a warm, friendly, enthusiastic personality to our national office.

The first year of NEA departmental status presented a challenging array of opportunities for wider participation in the many programs being developed in Washington. The excellent relationships at NEA Headquarters that Eleanor Ahlers established for AASL will be the basis for growing representation of the potential contributions and needs of school librarians, and the successful programs of the Professional Relations Committee will help to make vital the role of the librarian in every facet of school life.

The President of ALA, Mrs. Florine Morton, in her Inaugural Address at the Cleveland Conference, pro-

posed as her theme for the coming year a problem that has real immediacy for school librarians—*recruitment*. Recruitment is so much more basic than the planning of effective guidance counseling in periodic vocational programs in our high schools; it is the total impression of our service and the degree to which we are committed to it. It is reflected in the priority that each librarian establishes for professional work with teachers and students, in the extent to which the librarian contributes to rich and satisfying learning experiences. The exciting programs underway in all fifty states, many of them sparked by the successful Leadership Conference of the School Library Development Project last spring, should be vital recruiting devices. Without any question, recruiting demands all the thoughtful planning and inventive genius that the entire profession can bring to it. Let us display it as our goal for this year.

Profile of President

That dynamic things come in small packages is certainly true of the new president of AASL, Sara Innis Fenwick, more often referred to by her friends as "Sally."

Petite, trim, and scholarly, Miss Fenwick has a distinguished record of professional contributions and accomplishments. A graduate of Western Reserve University and of the University of Chicago, she has a wide background of experience both as a practicing librarian and as a teacher of library science. She has been the Young People's Librarian and the Head of the Children's Department in the Osterhout Free Library, Wilkes-Barre, Pennsylvania; the Assistant to the

(Continued on Page 27)

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Team Teaching and the School Librarian

*A challenge to the school librarian of today
and an analysis of the need for evaluating
the training of tomorrow's librarians.*

by Ira J. Singer

Much has been said about team teaching in recent months. While teachers in districts actually employing team teaching are, in the main, enthusiastic about its advantages and potentials and are desirous of continuing and expanding the techniques, critics are flailing away. Some call it a prop, a form without substance, a dangerous conspiracy cooked up by a phantom force, perhaps even a marian threat. Others try to belittle the techniques by calling it "old hat," drawing similarities between it and the Socratic Method, the Lancastrian System and other ancient patterns. Most of these critics seem to imply that we are moving along as well as possi-

ble, and that except for some minor revisions, a focus on the future would do well to present a slightly altered image of the present.

Six State Survey

However, despite this running broadside, team teaching has emerged from its infancy in strong style. A recent survey of secondary schools in New York, California, Colorado, Michigan, Illinois and Georgia conducted by the Committee on Staff Utilization indicates that in these six states, school size, subject area, and grade level structure are not excluding team method. In the most fertile areas for team teaching, namely English and Social Studies, it was found that occasional teaming occurs in 517 of 2,177 schools reporting. Although systematic team teaching has not yet reached this stage, it was found that in Social Studies one hundred and twenty-nine (129) structured teams do exist throughout the six states. This is a marked advance over the approximately one hundred (100) schools engaged in team teaching and staff utilization experimentation in the entire nation just five years ago. This survey which probes in detail into the state of flexibility of class size, flexible scheduling, the use of teacher aides and technological devices, as well as team teaching will be published by the National Association of Secondary School Principals sometime in the fall. It should also reveal other trends in new directions.

Ira J. Singer is a Staff Associate on the Committee on Staff Utilization of the National Association of Secondary School Principals, and is a member of the Department of Administration in the School of Education of New York University. He has spoken at various library conferences and training schools throughout the East and most recently served as keynote speaker at the joint meeting of the Divisions of Higher Education and Audio-Visual Instruction and American Association of School Librarians at the National Education Association Convention in Atlantic City, June 26, 1961. He has also served as consultant to numerous school district and supervisory conferences as well as state departments of education concerning team teaching and staff utilization matters.

The most gratifying factor observed in a preliminary look at the survey is that schools are not attempting to adhere too rigidly to one single blueprint for team teaching, nor is the technique being looked upon as a panacea for all problems confronting the school. Rather, it reflects an attempt on the part of these schools to re-deploy staff and student body in search of new ways of instruction.

Team Structures

Perhaps the three most common team teaching arrangements are the school-within-school team, the single subject extended period team, and the interdisciplinary block of time team. To clarify these terms via the thumbnail sketch:

(a) The school-within-school team consists of from four to six or seven teachers, depending upon the number of subjects taught, responsible for the instruction of the same body of students over an extended period of time, usually two to four years. This arrangement has been particularly effective in breaking large schools into smaller units. The feeling is that students are more likely to retain their identities and a closer relationship with the instructor in the more personal atmosphere of the smaller unit. Variations have included house plan arrangements and interchangeable facilities.

(b) The single subject area team might consist of two or three teachers, from the same department, scheduled side by side, teaming during a common period of time in order to take advantage of their special competencies in teaching a common group of students. This team, often supported by teacher aides, plans instruction and evaluation together for the various large and small groups and independent

study situations it might supervise. (c) The interdisciplinary block of time arrangement would consist of a team of teachers from different subject areas given a block of time usually dependent upon the number of areas represented; for example, a two period block of time for an English and Social Studies team, a three period block for an English, Social Studies, and Science team, and so on, to use as a team sees fit for the instruction of a common set of students grouped in classes of flexible size. Frequently these teams gain clerical aides and instruction assistants so as to utilize their time for the execution and planning of specialized instruction.

Library and Librarian

Common to any team arrangement are large and small group classes and independent study situations. This implies the need for extensive teacher and student research for group sessions as the necessary guidance, encouragement, and inspiration to perform various reading, listening, learning and writing experiments for independent study. Teachers and librarians become involved more and more in critical evaluation of new materials as selectivity and sophistication increase in importance as fundamental criteria. Consultations between librarian and teaching colleagues are routine rather than sporadic. Since much of the inspiration must come from the school librarian and many of the materials from the school library, the professional and the facility are essential to the success of team teaching.

However, librarians must learn more about the role they are to play in the school of the future if they are to support or initiate change. They should read and write more about how the library and library education in

general fit into this framework of team teaching and flexible class size. One excellent reference is the new book by Dr. J. Lloyd Trump, *Focus On Change, A Guide To Better Schools.*

San Diego Librarian Survey

A recent survey taken by the California Library Association of San Diego school librarians sheds some light on the problem. In San Diego, where team teaching has existed for several years, librarians were asked to comment upon such factors as communication and planning between team leader and librarian and additional needs occasioned by the team system.

To the first point, the librarians indicated that together with the teachers they selected additional books that were needed, prepared bibliographies, and made unit related materials accessible to students and team members. The librarian also gathered and loaned sets of materials to the teams for use during class time, worked with the teams in scheduling the use of library facilities, and selected students to work as library assistants. As for additional facilities, the desire was expressed for small and large rooms adjacent to the library for group work, as well as small cubicles in the library for independent study. Librarians also requested the employment of library assistants, similar to other team instructional assistants to help in the organization and storage of team learning materials. Team teaching librarians further cited the need for more time for directing students in research projects, instructing students in good research techniques, presenting book reviews, and moderating discussion panels. Teachers and librarians generally agreed that although services were similar to those given the conventional classes, methods, quality and quantity increased. Also

apparent was the realization that as the number of teams increased, the amount of library space would have to expand.

Classroom Laboratories

The inevitable expansion mentioned by the San Diego group serves to highlight the need for flexibility in library design as essential to its role in team teaching. Areas should be available for small group discussions and independent study as well as for previewing films, film strips, and slides. These library classroom laboratories also provide a place for students and teachers to prepare special materials for reports and projects and can serve as a teaching machine work area for students progressing through various programs. In addition, cubicles should be located in the library for students working on independent study projects. Functions of these cubicles include typing, listening to tapes and records, and quiet study; each unit should be soundproofed and glass enclosed to permit supervision. Interesting arrangements of classroom laboratories and independent study cubicles may be found in the *Profiles of Significant Schools* series published by the Educational Facilities Laboratory of the Ford Foundation. Particularly outstanding are library designs in Rich Township, Illinois, Newton South High, Newtonville, Massachusetts and Wayland High School, Wayland, Massachusetts.

Staff Changes

With students conferring and researching independently and collectively, the librarian must become a teaching member of the team. As more libraries become transformed into materials resource centers, librarians will have to become more familiar with available tapes, records, and other materials so that their advice

(Continued on Page 38)



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SLDP - A Progress Report

by MARY FRANCES KENNON

The School Library Development Project was established by AASL to encourage and assist states in implementing *Standards for School Library Programs*. In October SLDP reaches the half-way mark between its beginning in February 1961 and its end in July 1962. It is time for a progress report. First, some findings suggested by SLDP's experience in the past months:

- There is widespread enthusiasm for school library development — enthusiasm that is shared by school librarians, school administrators, and many citizens' groups.
 - School library associations and individual school librarians are exerting increased leadership for the improvement of school libraries.
 - The need for this special project for implementation of the 1960 national standards has been clearly demonstrated.
 - Much remains to be done in interpreting to school and lay groups the role of school library service in education.
 - Long-range planning is necessary for real progress.
 - Further attention must be given to school library programs at the school district, multi-district, and state levels. Standards of regional accrediting associations also need consideration.
- There is critical need for strengthened programs of recruitment and education of school librarians.

In the May issue of *School Libraries* you were told that SLDP would conduct four main types of activities: training leaders in each state; providing grant funds for selected implementation projects; issuing publications and materials; and offering consultant help to state and local groups. This report will describe the work of SLDP in each of these areas.

Leadership Training

SLDP's Leadership Conference on Planning for School Library Development, held in Chicago April 28-30, was attended by 124 school library leaders representing the fifty states, the District of Columbia, the AASL Standards Committee, and SLDP's Advisory Board. The three-day program included a symposium on successful action programs to implement the standards . . . study groups in six areas of needed school library development . . . demonstration and practice of techniques for group discussion and for evaluation of programs . . . regional meetings . . . and addresses by Frances Henne and James D. Logsdon, President of the National Association of Secondary School Principals.

In spite of a full program, conference participants found — or made — opportunities for meeting and talking with other state representatives and members of the Advisory Board and AASL Standards Committee. They reported that such contacts were a valuable by-product of the conference. As Frances Henne put it, "School librarians still need to talk to each other!"

Mary Frances Kennon is the dynamic director of the School Library Development Project. Miss Kennon was formerly a member of the school library consultant staff for North Carolina.

Highlights for SLDP included the fine attendance and the good response of the participants. Although expenses could be offered to only one representative from each state, most states raised funds locally (from the state department of education, the state school library association, or other sources) to send a second person.

The June issue of *SLDP News*, the Project's newsletter, reported in more detail on the conference program. Limited copies of this issue, plus special mimeographed reports of the study groups and speeches, are available on request.

Grant Projects

The SLDP budget provided a sum of \$12,000 for use in grants for selected state projects for implementation of the standards. Announcements were sent to each state last February and a June 1 deadline for applications was fixed. By this deadline forty-eight applications were submitted from forty-four states plus the District of Columbia, requesting a total sum of almost \$30,000. Less than half of the applications could be approved with the funds available. May, June, and July were busy months for the SLDP staff and Advisory Board, faced with the difficult job of choosing the applications to be approved. Each application was reviewed and rated by the members of the Advisory Board and approval was given to the twenty-one applications with the highest ratings. Seven applications recommended by members of the Board had to be rejected due to lack of funds.

Analysis of the grant projects gives useful information about areas of common concern, methods devised for working on needs, and varying levels of development from state to state. Types of activities called for in one or more grant projects are shown below. The categories overlap.

Conferences, institutes, workshops at state, multi-state, or district level (17 projects)

Credit courses (participation in library-related courses) (2)

Educational preparation of school administrators and teachers (1)

Educational preparation of school administrators and teachers (1)

Establishing and visiting demonstration situations (1)

Multi-district materials centers (2)

Publications for teachers on use of library (1)

Speakers' Bureau (recruiting and training speakers) (4)

State accreditation standards (formulation, revision, and/or implementation) (3)

State supervision (efforts to establish position) (4)

Surveys and evaluation of existing programs to determine needs (10)

Work with groups of educators and citizens (14)

Groups conducting grant projects, by AASL regions, are listed elsewhere in this article. A bulletin which gives individual "Descriptions of Grant Projects Supported by SLDP" may be obtained from the School Library Development Project, 50 East Huron Street, Chicago 11, Illinois.

The SLDP grant funds will be used for such purposes as employing out-of-state consultant help, paying expenses of local participants at out-of-town meetings, obtaining materials and publications, and paying minor clerical postage, telephone, and telegraph expenses. The SLDP staff will work closely with the grant project leaders, offering help in carrying out the proposed activities and in developing the long-range plan which each project is required to submit to SLDP.

Publications and Materials

One generalization seems safe: there is a steady demand for materials

for use in standards implementation. SLDP is attempting to produce and/or distribute a basic stock of printed materials for use by state and local currently available, write the SLDP office. Single copies are furnished on request, but multiple copies generally can be provided only to grant project leaders.

The newsletter, "SLDP News," carries reports on standards implementation efforts at national, state, and local levels. It is sent to some 900 people, including state standards representatives, presidents of state school library associations, state and local school library supervisors, chief state school officers and liaison people in state departments of education, state education associations, library schools and national library and education associations.

Funds have been supplied to help the Michigan Association of School Librarians, in cooperation with the University of Michigan, produce a color filmstrip illustrating the steps and procedures by which a representative school district is working to implement the standards. The filmstrip, with accompanying manual, should be available for purchase in the spring of 1962.

Consultant Service

Travel is the by-word here. The SLDP staff has a full schedule of trips in the fall — to attend state conferences of education or library associations, to participate in grant project activities, and to work with states not conducting SLDP grant projects.

Additional consultant service is given through conference and correspondence — in obtaining information and materials, planning standards implementation programs, and making long-range plans for school library development. You are invited to write . . . call . . . or visit SLDP.

SLDP Grant Projects

- Region I** — Vermont and Tri-State (Maine, New Hampshire, Vermont)
- Region II** — Delaware, New Jersey, West Virginia
- Region III** — Georgia, South Carolina, Virginia
- Region IV** — Arkansas
- Region V** — Colorado, Kansas, Nebraska, Wyoming
- Region VI** — Illinois, Indiana, Iowa
- Region VII** — Montana, Washington
- Region VIII** — California, Hawaii, Nevada

PROFILE OF PRESIDENT

(Continued from Page 19)

Director of Work with Children, Enoch Pratt Free Library, Baltimore; the Head of the Children's Department, Gary Public Library, Gary, Indiana; the Librarian of the Laboratory Elementary School Library, the University of Chicago; and is currently an Assistant Professor, Graduate Library School, the University of Chicago.

A contributor to various publications, Miss Fenwick has served as editor of the *Top of the News* and of *New Definitions of School Library Service*. The latter contains addresses presented at the Twenty-Fourth Annual Conference of the Graduate Library School, the University of Chicago, for which she was the director. She is a member of the Advisory Committee for *Britannica Junior* and is one of the co-authors of the forthcoming planning guide for elementary school libraries to be published by ALA.

Active in local, state, and national organizations, Miss Fenwick has been a member of the ALA Council, a member of the AASL Executive Board, Chairman of the DLCP Booklist Committee, Chairman of the AASL Leaflet Committee, as well as a member of numerous other committees.

Sara Fenwick is an accomplished storyteller and has a forte for the precise word. Her perceptive and analytical mind, her friendly sparkle, and her engaging personality are respected and admired by all who know her. She brings to the AASL presidency a high quality of leadership so important in the critical year ahead.

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JUNIOR BOOKS

FALL 1961

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By WILLIAM BIXBY. Eyewitness descriptions of such disasters as volcanic eruptions, tornadoes and avalanches, with the latest scientific explanations and protective measures. Ages 12 up. \$3.50

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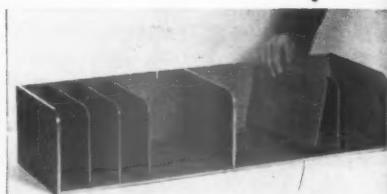
By JACK STEFFAN. Decorations by Paul Laune. Johnny, small for his age, hates his new ranch home until he masters an unruly horse and copes with a man-sized emergency with the Appaloosa's help. Ages 10-14. \$2.95

Second Semester

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A summary of the excellent and challenging discussion presented at the AASL program meeting in Cleveland.

Human Talent and the Librarian

by Carson McGuire
and Alice Brooks McGuire

What is talented behavior and what can be done about it by school librarians? Apparently there are several different kinds of personally-significant and socially-valued performances which we regard as human talents. Are there sets of measures which combine in different ways to explain such behaviors? To what extent is it possible to sort or map out such *indicators* into a smaller number of *elements* ("variable factors"), either common to both sexes or specific to males and females, in order to permit a clearer explanation and some prediction of various talents? Can professional people, such as school librarians, acquire some understanding of the nature of talented behavior from their own observations, from some selected references, and from working with teachers and counselors? If so, what part may they play in organizing their libraries and in carrying out their functions so as to foster various types of talented behavior?

Research being done by behavioral scientists has revealed that, within some limits set by innate abilities, talented behavior is learned and some

complex influences are at work. Certain basic elements which serve to explain different kinds of human talent have been uncovered in the Human Talent Research Project of which the senior author is the director. Beginning in 1957-58, some 140 measures were derived from various types of data-gathering devices with 1,417 boys and girls in the seventh grades of our medium-sized Texas communities. Of these, only thirty-two measures turned out to be related significantly to criteria such as teacher assessments, performances on achievement tests, and sociometric evaluations. The ways in which the thirty-two indicators combined for each kind of talent varied for males and females, and from community to community. High-speed computing procedures permitted the use of factor-analytic and multiple-regression techniques to "make sense" of the various combinations of indicators. They uncovered a much smaller number of elements or "factor variables" which combined the thirty-two *indicators*. Scores for such persons on these factors were derived, some common to both sexes and others specific for boys and for girls. These "factor scores" explained a very high proportion of the variability in the different kinds of human talent evaluated by criterion measures. This was true even in the ninth grade where only two-thirds of the original population remained in the same school locations and others had taken their places.

Dr. Carson McGuire is Professor of Educational Psychology and Director, Research in Education, at the University of Texas. Dr. Alice Brooks McGuire is librarian of Casis School, Austin, Texas and a past president of AASL.

The presence or absence of a talent, or the ability to acquire one through guided learning experiences in classrooms or libraries, seems to depend upon three kinds of factors within persons. One set most certainly involves some intellectual abilities, cognitive and perceptual in nature. They are *symbol aptitude* (recognizing embedded or mutilated works), *convergent thinking* (giving an appropriate, usually accepted answer), and *divergent thinking* (a capacity to be original or creative). Another set reflects the attitudes or expectations of each boy or girl. Some show a kind of inner *achievement drive* while others value a *socially-oriented* competence. Talented behavior is inhibited by *anxious emotionality* in boys and by *sensitive dependency* in girls, and invariably by *antisocial attitudes* in either sex. A third set of factors has to do with responses to pressures of peers, parents, and school people. *Age-mate acceptance*, fitting in with and being viewed as an effective person by one's peers, makes for high grade point averages and for favorable sociometric appraisals; whereas *acquiescent conformity*, including the absence of negative valuations, sometimes contributes to and other times hinders various kinds of talented behavior. Thus talented behavior may be regarded as a function of potential or acquired abilities, attitudes and the degree to which they can be changed, and responses to social pressures which may or may not be modified. Sex, generation, and community differences appear.

A dedicated school librarian is part of a team along with the principal, counselor, and teachers who works with boys and girls in a school setting. The first principle he or she has to recognize is that talents are not inherent — they have to be acquired through guided learning experiences

which build upon potentialities a boy or girl now has. A second principle to keep in mind is that combinations of approaches may be used — a new emphasis upon generic learning and creative or divergent thinking, calculated attempts to change attitudes, and altering responses to pressures imposed by cultural agents (peers, parents, and teachers). School librarians have a clear role in the development of human talents over and above the routine provision of library services and their work with students and school personnel. A specific way in which this can be done is to bring teachers to an understanding of the richness in books and other materials. Very soon school librarians will have to face the question of incorporating automated learning devices in their libraries not only to provide opportunities for individuals to learn basic skills and knowledge but also to challenge the brilliant student in a particular field. They will either have to accept responsibility for these new automated learning devices or acknowledge their control by another group.

In terms of these new roles and tasks, serious thought has to be given to what kind of education is now necessary for school librarians as well as to what types of inservice education are most appropriate for present school librarians. Basic to any forward step to be taken is our knowledge about ourselves, the profession, and the persons with whom we communicate. Using the knowledge now being acquired about human talent in current research, school librarians are going to have to rethink the nature and functions of school libraries as well as ways of working with young people and their teachers.

Following the presentation, further questions about the school library program in fostering creative behavior

were raised. The resultant discussion brought out wise, significant points.

Do reading, listening, and study habits function as indicators of human talent?

The ability to listen is a prime indicator of human talent. Reading is vital in that it provides opportunity for the reader to rehearse ideas. The critical thing is to translate these ideas into action.

What can school librarians do to strengthen their position as professional educators rather than technicians?

This cannot be done alone. There should be a greater understanding of a library's function and the true role of the librarian on the part of the various persons involved. The librarian should constantly demonstrate by the wide range of services what the library's function is. Less time has to be spent on routine clerical procedures. A larger staff is essential.

How should the school librarian cooperate in relating the library program to research in talented behavior?

The librarian should cooperate with behavioral scientists who have fresh ideas, but be leery of those who have a pattern study or of those studies which have no significance for the library program.

What is the school librarian's role in identifying talented behavior?

According to Dr. Frances Henne in her talk at the Leadership Conference, the school librarian is in a better position than others to know a pupil over a series of years as an independent person operating on his own. She can observe the pupil's out-of-class behavior, his interaction with others, and his ability in the handling of a wide variety of materials. She can note whether or not he stands on his own two feet, turns to the library as a resource of learning, and demonstrates intellec-

tual curiosity which goes beyond the assignment.

Does the school library have a type of program which nurtures creative behavior?

Rigid scheduling and study hall situations are an impediment. A program which fosters creative behavior is one in which the library permeates the entire school and in which the librarian has ample time to work with individual pupils. She is an effective member of the teaching team. The library has a body of material which has variety, depth, and maturity. Library instruction is extended, integrated, and given in response to felt need.

The bibliography entitled "Human Talent and the Librarian" to supplement the paper presented by the Drs. McGuire is available from the AASL office. Please send a self-addressed business envelope with a 4-cent stamp for a single copy.

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PERIODICALS FOR CHILDREN AND YOUNG PEOPLE

Selection Aids

ALA. Young Adult Services Division. Magazine Evaluation Committee. [A series of evaluative lists of magazines in special fields.]

"Foreign Language Periodicals for Young People" *Top of the News* 15:28-30, March 1959.

"Greater World Understanding through Periodicals" *Top of the News* 15:30-35, December 1958.

"Greater World Understanding through Periodicals - Re-evaluated" *Top of the News* 16:24-27, March 1960.

"Magazines to Enrich Home Economics Programs" *Top of the News* 16:64-6, March 1960.

"Periodicals that Teenage Girls Will Read" *Top of the News* 16:54-56. December 1959.

"Potpourri of New Periodicals" *Top of the News* 17:56-8, March 1961.

"A Report on Science Periodicals" *Top of the News* 15:24-27, October 1958.

Brown, Willis C. *Aerospace Periodicals for Teachers and Pupils*. (OE-29010, Circ. 556A, Rev. 1960) 41 titles and identified. Order from Publications Inquiry Unit, U.S. Office of Education, Washington 25, D. C.

Council of Chief State School Officers. *Purchase Guide for Programs in Science, Mathematics, Modern Foreign Languages*. Ginn and Company, 1959. \$3.95. See sections of pp. 291-328 for recommendation of magazines in these subject areas for both teachers and students.

Cundiff, R. E. *101 Magazines for Schools, Grades 1-12*. 3d ed. Tennessee Book Company, 1959. 25 p. \$30.

Dobler, Lavinia, comp. *The Dobler International List of Periodicals for Boys and Girls*. Apply to Muriel Fuller, P.O. Box 193, Grand Central Station, New York 17. 1960. \$2.00. Bibliography compiled by the librarian of Scholastic Magazines, Inc. and intended to list nearly 200 youth magazines in four categories: general, school, church and religious organizations, and foreign publications (i.e. both in English and in foreign languages). See also the compiler's account in "Magazines for

Youth Around the World," *Junior Libraries* 6:15-17, April 1960.

Farber, E. I. *Classified List of Periodicals for the College Library*. 4th ed. rev. and enl. to July 1957. F. W. Faxon, 1957. Useful to senior high school librarians needing help for both faculty and accelerated student reading.

Faxon, F. W. Co., Inc. *The Faxon Librarian's Guide to Periodicals and American Subscription Catalog*. F. W. Faxon, 83-91 Francis St., Boston 15, Mass. An extremely handy ordering tool giving indexing, subscription prices, and a classified list of the most widely purchased magazines and newspapers.

Horn, Thomas D. "Periodicals for Children and Youth" *Elementary English*, 36:342-4, May 1959. Briefly annotated list includes adult titles of interest to and suitable for youth. Indicates age range for each title.

Hurley, R. J. "What Magazines for the Catholic High School?" *Catholic School Journal* 56:33-6, February 1956. Bibliog.

Martin, Laura K. *Magazines for School Libraries*. Rev. ed. H. W. Wilson Co., 1950 [o.p. 1960.] Badly out-of-date but still useful for its reprints of valuable articles.

Standards for Collections

American Association of School Librarians, *Standards for School Library Programs*. ALA, 1960. See references in index under periodicals, magazines, newspapers, and professional materials.

McColvin, Lionel. *Public Library Services for Children*. UNESCO, 1957. See p. 79 for recommendation as to values, uses, and availability of periodicals for children in public libraries.

Public Library Association. *Young Adult Services in the Public Library*. ALA, 1960. See p. 26-7.

New Schemes of Organization and Use
Erbes, R. G. "Microfilm Is the Answer at Reavis High School Library" *Illinois Libraries* 41:167-70, March 1959. Results of three year experiment; claims that six microreaders are adequate to serve 1200 students under conditions described.

Green, Giles S. "A Workable Periodical Library" *Clearing House* 31:131-3, November 1956. A practical method for organizing unbound magazines.

Mallory, A. "Magazine Selection for the Los Angeles City Schools" *National Association of Secondary School Principals Bulletin* 43:118-9, November 1959. Brief outline of selection procedure which involves preparation of an approved list by a committee.

- Meals, F. L., and Johnson, W. T. "We Chose Microfilm" *College and Research Libraries* 21:223-6, 228. May 1960. Gives advantages and disadvantages in cost, storage, and use of bound periodicals and microfilm for the junior college library. No treatment of specific needs of school libraries.
- University Microfilms, Inc. Ann Arbor, Michigan. Catalog no. 10 [1960]. Contains a cumulative list of periodicals available in microfilm with a brief article (p. 1-2) comparing costs of binding with microfilm.
- "Use of Microfilm for Periodical Storage" *UNESCO Bulletin for Libraries* 11:53-6, February and March 1957. Simple explanation of procedures to be followed; no discussion of adaption to school needs.
- Ward, D. B. "Periodical Storage Revisited" *Wilson Library Bulletin* 34:210-1, 220, November 1959. Briefly evaluates methods of horizontal and vertical storage, including binding, for school library. Advocates and gives directions for making boxes for vertical storage.
- Magazines in the Classroom**
- Anderson, H. A. "Magazines and Education" *School Review* 62:511-7, December 1954.
- Brown, Carl A. "Meeting Reality in the Classroom" *English Journal* 49:41-3 January 1960; condensed in *Education Digest* 25:42-4, March 1960. Analysis of *Saturday Evening Post* in high school English class used as a step in raising tastes from widely read pulps toward higher levels of literature commonly introduced in high school English courses.
- Camp, B. L. and others. "Teen-agers Tackle the Magazine; Teaching the Critical Reading of Magazines" *Wilson Library Bulletin* 29:247-9, November 1954. Description of the working of a magazine unit at sophomore level at Arsenal Technical High School, Indianapolis.
- Christian Science Monitor. "Today's Newspaper: a Living Textbook for Classroom Teachers" [reprint of six articles] Order from American Newspaper Association, 750 Third Avenue, New York 17, N. Y.
- Joint Committee of the NEA and Magazine Publishers Association. *Magazines in the Classroom*. National Education Association, 1960. 32p. \$40. See also digest in "Teachers in All Fields Use Magazines in the Classroom" *NEA Research Bulletin* 38:27-31 February 1960. Results of survey by N.E.A. giving responses from both elementary and secondary teachers; lists values in the classroom and obstacles to the use of magazines in the classroom.
- Kammeraad, Jack W. "Science News in High School Science Classes" *School Science and Mathematics* 61:136-42, February 1961. Bibliog. Tells what general and specialized publications are helpful and suggests techniques for use.
- McLendon, Jonathan C. "Using Daily Newspapers More Effectively" *School Education* 23:263-5, October 1959. Stresses importance of and suggests techniques for use of newspapers in social studies. Summarizes conclusions of 1958-59 workshops at Iowa State, Syracuse, UCLA, and Duke.
- Matlack, H. H. Jr. "Teaching Use of the Newspaper" *Clearing House* 35:92-5, October 1960. Suggests techniques and uses for classes in different subjects and at various levels. Less comprehensive than Stensland.
- "Newspaper and Magazine Guide" *NCTE Studies in Mass Media* 1:3-15, February 1961. (30 cents from National Council of Teachers of English, 508 S. Sixth St., Champaign, Illinois). Short articles on six magazines and one newspaper, widely used in classrooms, written by staff members of the media. Useful bibliographies on both magazines and newspapers in the classroom.
- Nolen, Barbara and Goetz, Delia. *Writer's Handbook for the Development of Educational Materials*. U. S. Office of Education, 1959. Bulletin No. 19. See especially "Periodicals as Educational Materials" p. 10-14. Provides interesting examples of use of periodicals in schools in other countries with practical help for preparation and use.
- Pooley, R. C. "Using Periodicals in the English Classroom" *English Journal* 40:266-70 May 1951. Criteria for the selection of magazines for classroom use by an experienced teacher with statement of principles of use.
- Shepherd, E. E. "How to Interest Students in a Variety of Better Magazines" *English Journal* 38:444-7 October 1949. Provides good suggestions for librarian for integration of a classroom unit with teaching of library skills.
- Shores, Louis. *Instructional Materials, An Introduction for Teachers*. Ronald Press, 1960. p. 127-47. A useful statement primarily from the point of view of the classroom teacher but with specific implications of what provisions are needed by the library or "materials center".
- Shorrock, William J. "A Case for the Classroom Periodical" *School Education* 23: 260-2 October, 1959. Advocates use of such periodicals as *Scholastic magazines*

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and American Observer series as basic texts for current affairs.
Stensland, P. G. "Classroom and the Newspaper" In *National Society for the Study of Education Yearbook 53*, Pt. 2, 1954, p. 217-42. Value of newspapers in education and methods and pitfalls in teaching their use.

Vance, Earl L. "Periodical Reading Courses: Their Place and Function in American Education" *Education 74*:81-7, October 1953. Deplores the fact that the "slicks" are read so much more widely than quality magazines. Advocates making some of the more thoughtful required reading for one, preferably two, years during college.

(To be continued in January issue)

AMERICAN ASSOCIATION OF SCHOOL LIBRARIES

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Jessie E. Boyd, Director of Libraries, Oakland Public Schools, 1025 Second Ave., Oakland 6, California (1964).

Mary V. Gaver, Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey (1965).

Miriam E. Peterson, Director, Division of Libraries, Chicago Public Schools, 228 N. LaSalle Street, Chicago 1, Illinois (1962).

Margaret Rutherford, Assistant Supervisor of School Libraries, State Department of Education, Richmond 16, Virginia (1964).

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Evelyn Peters, Supervisor, Library Services, New Orleans Public Schools, 1116 Tersipchore St., New Orleans 13, Louisiana (1962).

Back copies of *School Libraries* will be gratefully received to supplement the files in the AASL office at 50 E. Huron St., Chicago 11, Ill.

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AASL STATEMENT ON POLICIES AND PROCEDURES FOR SELECTION OF SCHOOL LIBRARY MATERIALS

The following statement of policy-making with regard to materials selection for school libraries is offered as a guide to those wishing to formulate a policy. It is believed that such a policy should be formally adopted by each school district as a basis for consistent excellence in choice of materials and as a document that can be presented to parents and other citizens for their further understanding of the purposes and standards of selection of school library materials.

Patterns of Policy Making

The governing body of a school is legally responsible for all matters relating to the operation of that school. It is recommended that assumption of responsibility and the delegation of authority be stated in a formal policy adopted by the legally responsible body.

Selection Personnel

Materials for school libraries should be selected by professional personnel in consultation with administration, faculty, students and parents. Final decision on purchase should rest with professional personnel in accordance with the formally adopted policy.

Types of Materials Covered

There should be criteria established for all types of materials included in a library collection. Such criteria should be available in written form.

Objectives of Selection

The primary objective of a school library is to implement, enrich and support the educational program of the school. Other objectives are concerned with: (1) the development of reading skill, literary taste, discrimination in choice of materials, and (2) in-

struction in the use of books and libraries.

The school library should contribute to the development of the social, intellectual and spiritual values of the students.

Criteria for Selection

1. Needs of the individual school
 - a. based on knowledge of the curriculum
 - b. based on request from administrators and teachers
2. Needs of the individual student
 - a. based on knowledge of children and youth
 - b. based on requests of parents and students
3. Provision of a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.
4. Provision of materials of high artistic quality
5. Provision of materials with superior format

Selection Tools

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Challenged Materials

A procedure should be established for consideration of and action on criticism of materials by individuals or groups. The School Library Bill of Rights, endorsed by the Council of the American Library Association in July, 1955, is basic to this procedure. It follows:

School Library Bill of Rights

School libraries are concerned with generating understanding of American freedoms and with the preserva-

tion of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the *Library Bill of Rights* of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking

To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

(Ed. note) *This statement of policy was approved by the Board of Directors of the American Association of School Libraries at the ALA Midwinter conference, February 3, 1961. It is the work of the Instructional Materials Committee, Jean Crabtree, Chairman.*

TEAM TEACHING

(Continued from Page 23)

can be sought in these areas. Such added demands upon the services of the librarian will result in a revision of staff estimates. The one librarian-to-school arrangement will give way

as assistants are added to help librarians to perform new tasks. As specialists in Nuclear Chemistry, Latin American History and Expository Writing are recognized so will such library education specialties as library display, seminar leadership and book reviewing be encouraged. Jobs will be differentiated so that members of the staff may perform their specialties. Trainees from librarian training institutions will assume part-time paid positions as on-the-job instruction assistants. General librarians, less skilled in the specific fields of the specialist but generally qualified in library work, will assist the specialist. Clerical tasks will be assigned to clerical aides whose main function will be to release the highly trained librarian for consideration of the more critical tasks of selection, reviewing, consulting and instructing.

A New Look

In short, the team teaching librarian:

- will be less a technician, more a consultant
- procedure will not concern her as much as teaching
- she will be committed to the use of all types of educational materials and devices
- she will be a specialist member in the teaching field
- she will exercise her skill and talent in the practice of library education.

Librarian specialists on teaching teams have begun to transform theory into practice. If library education is to become a vital force in American education, school librarians must take a fresh look at their principles and practices. They must be willing to emerge from a long quiescence and assume their rightful positions as teaching members of the teaching community.

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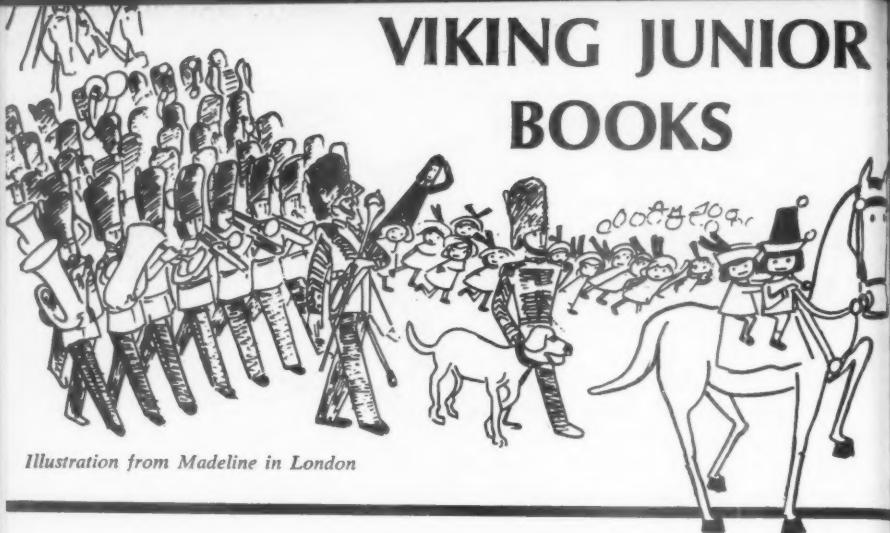


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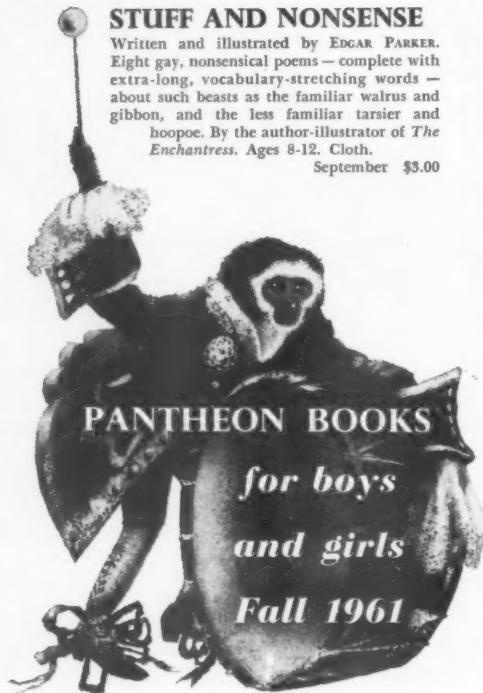
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Current Research

A report of experimentation conducted at the University School of Ohio State University constitutes a real contribution to the literature on individualized reading.¹ It also has major significance for school librarians, because of the fact that it describes a school situation in which there is a central elementary school library and in which the librarian has obviously had a real cooperative role. Although this is not explicitly stated, it is implicit in the entire report, as the teachers refer to books secured from the school library and visits to the library, in other words, use the library as a normal resource for classroom work. In fact, the first bulletin in the present series was the reading list for primary grades "*I Can Read It Myself*" compiled by Frieda M. Heller, Librarian of the University School.

The questions needing analysis, as stated by Dr. Frazier, the Director of the School, are the following: "What is the nature of the book selection process among beginning readers? How is the level of difficulty related to choices? What is the importance of interest and purpose in beginning reading? What do we need to know about personal patterns in reading? What is the place of group reading in the individualized program? What is the role of parents in individualized reading? and, What do children gain from reading beyond themselves?"

In addition, a list of four other problems needing study is cited.

The actual study is presented by three classroom teachers, each reporting on the basis of interviews, case studies, and other data, their experience with children in grades I, II, and III. Through this means, information is given on the nature of the collections used in the classrooms, ways in which the children made their choices of books, patterns of reading followed by the children, factors determining children's choices, and advice given to parents on how to help children in reading at home.

Of considerable interest to school librarians among the findings cited in the three studies are the following: (1) Children in the first grade did not begin with easy books and then go on to the harder; the records of reading kept by the teacher show a moving back and forth among the levels. (2) Basis on which children made their choices among the books included: familiarity of vocabulary, relevance of the pictures to the text, amount of text on a page, size of type, length of book, kind of cover, length of sentences, dimensions of book. (3) In the second grade, it was found that toward the end of the year children were choosing books for specific content and frequently chose books relating to the current group study. Books about jobs, science experiments, pets, familiar stories were among the most frequent choices. (4) In the third grade, it was found that the terms "easy" and "hard" had become relative ones as far as the children were concerned; the children made their reading choices on grounds other than level of difficulty. The children understood that books meant for more mature readers contain more detail. (5) Although the children in this grade level had good reasons for selecting easy books, e.g. for relaxa-

which were beyond the level of difficulty at which they might have been confined under a strictly graded program, at the same time they chose books gram.

Useful to both school and public librarians are the findings throughout the study of the importance of parental attitudes and interest in reading. Miss Schatz in her study of the first grade gives a list of general suggestions to parents of help they ought to give their children and a further list of ways to help children when they have difficulty with a piece of reading.

The collections for the second and third grade are not described specifically, although many titles are referred to; however, the collection for the first grade is given in detail. It consisted of sixty copies of twenty-four different titles, number of copies ranging from one to as many as ten. Difficulty ranged from pre-primer to beginning second grade level. Six were animal stories, seven were supplementary readers in social studies and science, and eleven were from new beginners' series (trade books). Titles are cited in the bibliography.

This small study which can be quickly read has a great deal of "meat" in it for many teachers and librarians in schools planning to initiate an individualized reading program — school or public — working with readers at the primary grade levels.

An interesting analysis of the relationship between academic achievement of college seniors and their scores on a library skills test is reported from the State Teachers College at Lowell, Massachusetts.² It is reported here because of the significance for secondary school librarians, particularly, and because the test used in this particular investigation has also been successfully used with seniors in high school.

In the present study, sixty-four of the eighty-one members of the graduating class were given the "Library Orientation Test for College Freshmen" (Teachers College, Columbia University, 1955) and the results compared with the academic rank of each senior. The range of scores (on an 80-point scale) was from 35 to 70, with a median of 53. Weakest areas were literature, reference books, abbreviations, and biographical reference sources. Low scores most often missed questions on the meaning of "sic" and "q.v." and on skill in finding items in the card catalog. The statistical analysis found a positive relationship between knowledge of library tools and academic rank. "Those scoring higher than the median on the library test tended to have higher four-year averages than those who scored below."

A section of a recent report³ contains a brief summary of the effect on school libraries of a grant program intended primarily for the improvement of science teaching in Connecticut high schools. Grants were given to selected schools for summer study in science, for laboratory equipment, for materials of instruction and for reference books and current periodicals in science and science teaching. The evaluation of the project included attention to the effect of the purchases of science books (p. 15-18).

In schools where materials had been purchased to "build a scientific reference library" or to "motivate superior students," it was found that talented students with an established interest in science made use of the books; there was, however, no evidence that bright students without previous interest in science acquired this interest or that the average or slow students received any benefits whatsoever from the books. In another group of schools, books were selected for a wide range

of interest and reading ability; in addition, they were not only "made available" but were made a functional part of the curriculum. In such schools, real evidence of improved achievement and interest were observed. The difference in these two cases was correctly identified as lying with the teacher. Only where "the teacher assumed the responsibility for all of his students and recognized that he must guide, inform, and 'motivate' his students" were the materials effective.

STUDIES CITED

- 1 Esther Schatz and others. *Exploring Independent Reading in the Primary Grades*. (Center for School Experimentation, Study of Independent Reading, Bulletin Number 2) Columbus, Ohio, College of Education, The Ohio State University, 1960. 70p. \$1.00.
- 2 William D. Joyce. "A Study of Academic Achievement and Performance on a Test of Library Understanding," *Journal of Educational Research* 54:198-9, January 1961.
- 3 David H. Blick and J.B.S. Ormsbee. An Evaluation of the Research Corporation Program of Aid to Secondary School Science in Connecticut. Storrs, Conn., University of Connecticut, February 1, 1961. 69p. mimeo. (Request from author.)



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► Boys Clubs of America. *Needs and Interests of Adolescent Boys' Club Members*. (Boys Clubs of America, 771 First Avenue, New York 17, 1961, 113p, \$2.50). A report on a national survey of members aged 15-18, which has significance to librarians who work with boys belonging to this group. Includes in chart form the findings of the study in the areas of concerns and aspirations, interpersonal relationships, activities, and interests.

► *Current Expenditures Per Pupil in Public School Systems, 1958-1959*. (OE-22000-59, Superintendent of Documents, United States Government Printing Office, Washington 25, D. C. - 50¢). Includes data on expenditures for school libraries and library and audio-visual materials for public school systems and cities having a population of 2500 or more.

► DeBernardis, Amo. *Planning Schools for New Media*. (Division of Education, Portland State College, Portland, Oregon, 1961, \$1.00). A guide developed in cooperation with the Media Branch of the United States Office of Education, under Title VII, Part B of the NDEA, to assist school board members, superintendents, and architects in planning school buildings so that teachers may make full and effective use of modern media of instruc-

tion. The most attractively designed booklet contains chapters on instructional materials centers, language laboratories, radio and television facilities, and inter-communications systems. Does not consider school libraries per se, but states that it is assumed that the instructional materials centers will embrace all functions normally carried on by school libraries.

► *Developing a Good School Library Program* (Director of Publications, State Department of Publication Instruction, Raleigh, N. C., 1961, 50¢). A handsomely illustrated 40-page publication offering suggestions for planning and carrying out an effective school library program.

► "Help Wanted", *Ingénue*, May 1961, pp53, 80-81. The magazine's regular feature on careers deals with librarianship in this issue. The major part of the article is devoted to the business of being a school librarian, while young adult work and work with the blind are also touched upon. The writing is sprightly and the pictures are most attractive. This should help to break down the stereotype of the librarian.

► *The Junior High School We Need*. (Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington 6, D. C., \$1.00, 1961). A report similar in form to *The High School We Need* (1959), clarifying the purposes and program of the Junior High School. A large section of the pamphlet is devoted to those elements needed to provide an adequate *minimum* education for early adolescence and is described as "a yardstick by which a school district may examine the degree to which its own institutions measure up to what is considered practice today". The second element mentioned as essential is a well-stocked library staffed by a professional librarian-teacher.

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- Lacy, Dan. "Books and Communications" *NEA Journal*, April 1961, pp35-36. One of the articles carried by an education periodical in recognition of NLW. This is a good brief discussion of the place of the library in the total field of education.
- Lewis, Gertrude M. *Educating the More Able Children in Grades 4, 5 and 6*. (United States Office of Education, Bulletin 1961, No. 1, O E-353006, Superintendent of Documents, 35¢). A new pamphlet presenting those factors which appear consistently in schools giving attention to the education of able children. Particularly valuable for those schools faced with this problem as well as for pre-service or in-service education of teachers. Librarians can pick up many tips since the pamphlet includes good references to the use of materials in libraries.
- Mahar, Mary Helen. "Meeting the New School Library Standards", *School Life*, February-March, 1961. A reprint available from the Office of Education, Department of Health, Education and Welfare, in which the author discusses the great gap between the current status of school libraries and the goals set up in *Standards for School Library Programs*, and points out activities now being carried on in the different parts of the country which will help to bridge this gap.
- Sanders, William J. "Reading in the Schools". *Publisher's Weekly*, July 3, 1961, pp102-105. "No matter what method is used to teach a child to read, he will read eventually with ease and zest if he lives among books and among readers." The Connecticut Commissioner of Education discusses the crucial role of reading in education and what a state agency can do to assure adequate school library service. An article which is a fine source of quotable quotes, including "Books and libraries are the cheapest aids to learning that can be had."
- Remer, Ilo. "The Librarian and Title Three", *Wilson Library Bulletin*, April 1961. An excellent article concerning the librarian's role in putting to work money available under Title Three of NDEA. Includes a bibliography of bibliographies. The reprints are available from the *Wilson Library Bulletin*.
- *What Does a School Librarian Do?* (New England School Development Council, Spaulding House, 20 Oxford Street, Cambridge 38, Massachusetts, 1961, 25¢). An excellent outlining of the knowledges, abilities, and skills the school librarian needs to have to fill the roles of book specialist, teacher, administrator, and professional expert. A wonderful thing to hand to a person who wants to know what a librarian does and why special training is necessary.
- Wiese, M. Bernice. "From Cupboards to Elementary School Libraries", *American School Board Journal*, June 1961, pp 25-27. A fine article stressing imaginative remodeling as a means of providing library quarters in schools not originally planned to provide this facility. Much helpful information here for people planning new quarters, too.
- * * *
- * American Personnel and Guidance Association (1605 New Hampshire Avenue, N.W., Washington 9, D.C.) Offers a list of publications which senior high librarians particularly will wish to check for educational-occupational information.
- * *A Bibliography For The Professional Book Shelf In The School Library* (Curriculum Bulletin No. 205, School

of Education, University of Oregon, 25¢). A very helpful item which librarians developing their professional collection should have in their possession. Write to the School of Education for a flyer describing other curriculum bulletins available.

* *A Big Bibliography; Children as Authors.* (Birth Press, 222 E. 21st Street, New York 10, 1959, \$1.75). Four hundred fifty titles of articles and books created by youngsters between 1 and 18, collected from sources in the New York City area. A special item useful to those in the field of children's literature or encouraging creative writing.

* *Bulletin of the Atomic Scientists.* (935 E. 60th Street, Chicago 37, Ill. \$6.00). A "must" periodical for secondary schools. This magazine of science and public affairs covers military and peace-time uses of atomic energy and related questions of foreign policy, economics, and sociology. Excellent materials here for debate teams, too. Occasionally an entire issue is devoted to a specific problem; for example, a recent issue covered arms control and disarmament, another an analysis and summary of research in space.

* Educational Press Association of America, (1 Princess Street, Bordentown, N. J.) is the source of a news letter carrying educational news from all over the U. S. It also includes news of association activities and a section designed for the editors of local association and school board publications. This material is helpful for those developing Professional Library collections. Write to the above address for further information and costs.

* *The Elementary School Library: A Curriculum Guide for the School Li-*

brarian in the Elementary School. (Order from Mr. Walter Gleason, Department of Information Service, 1354 Broadway, Detroit 26, Michigan, \$2.70). An excellent curriculum guide directed primarily to school librarians, but of much use to teachers and administrators in helping them to understand the library's place in the school program.

* The National Committee on Children and Youth, (Suite 411, 1145 Nineteenth Street, N. W., Washington 6, D. C.) offers to librarians packets containing White House Conference materials useful in follow-up activities. Each packet is \$11.30, including handling, and contains printed materials relating to the Conference. Also available at \$12.75 is a record album (six 12" LP records, 33½ rpm) containing ten major addresses delivered at the Conference.

* Rufsvold, M. and Guss, C., *Guides to Newer Educational Media*, (American Library Association, 1961, \$1.50). Identifies those sources which systematically provide information on newer educational media — films, filmstrips, slides, records, tapes, radio, television. Subject, author, and title index.

* Shedd, A. N., Scott, A. K., and McCullough, J. M. *Careers in Science, Mathematics and Engineering; a Selected Bibliography.* (United States Department of Health, Education and Welfare, Bulletin 1961, No. 8, 25¢). This bibliography of three hundred eighty-five titles was designed to suggest sources from which free and inexpensive career information might be obtained. No attempt was made to separate the technical from the professional fields although the emphasis seems to be placed upon those requiring professional training.

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News from the States

ALABAMA: In this state a new tape has been made of a talk on the Standards done by Virginia McJenkin. The tape is available for use by professional or lay groups. It seems an excellent idea to preserve outstanding talks or discussions. Has your state thought of this device as useful for programs on library standards?

HAWAII: One of the ways in which the Hawaii School Library Association communicates with its membership is through the *Golden Key*, a bi-annual news-letter reporting the activities for furthering implementation of the school library standards. Inexpensively produced, the format is attractive, the contents are professional and significant. Other associations well might copy.

INDIANA: The Indiana Department of Public Instruction has produced a set of slides and a tape on the elementary school library program. There will be available for loan to schools in the state. As additional sets are needed they will be duplicated. One of the most important results of the standards implementation program was the strengthening of the Indiana School Librarians Association. Membership grew from 370 in 1959-60 to 448 in 1960-61.

MARYLAND: The following developments are reported for 1960-61: Two counties have added supervisory positions which are filled; another

large metropolitan county has established a greatly expanded school library program involving central processing, a \$250,000 book budget, with seventeen new professional and ten new clerical positions, and extended hours of service in both elementary and high schools; a fourth county has added a librarian to its Board of Education staff; and two other counties have added a second librarian in every large high school and two have provided library aides or clerical assistants.

MICHIGAN: The Joint Committee for School Library Development, formed early in 1960, reports the following record of achievements: (1) publication of a statement concerning school library-public library relationships with an appended bibliography, (2) first steps to the formation of a legislative council to study and recommend legislation relating to school libraries at the state level and (3) a study of a proposed teacher certification code, with the intention of preparing a fact sheet to be presented to member organizations of the Joint Committee.

TEXAS: *The Texas Outlook*, the official publication of the Texas State Teachers Association, carried three articles in the April 1961 issue relating to school libraries and the new standards. This is the direct result of the implementation program in that state and an idea which other state implementation groups might try to develop.

Have you made tapes of good speeches for school libraries presented at State programs? Try this for better and wider communication in your state.

Book Reviews

Leigh, Robert D. and Crawford, Carolyn. *Governor's Study of Public and School Libraries in the State of Hawaii. Vol. 1, Organization and Government.* 83p. Honolulu, Department of Public Instruction, 1960.

This report, by a craftsman in the field of library surveys, is well worth reading. It is a major contribution to library literature and its presentation is literate and coherent.

The five chapters of the report deal with: (1) the library setting, (2) the library in the school, (3) public libraries, (4) public reference and research libraries and (5) a summary of recommendations and suggestions.

The first chapter presents the similarities and differences in geographical and political setting as compared with states on the mainland.

Chapter 2 describes the present status of school library development in the state, the present situation, an evaluation of the trends in school library service.

Similar treatment is given to public libraries in Chapter 3, in which the administrative setting of the public libraries in the Department of Education, the problems of integration and autonomy of the library services as well as their coordination and cooperation are treated in considerable detail.

Chapter 4, unlike the others, is primarily a catalog description of each of the specialized reference libraries of Hawaii.

The recommendations in Chapter 5 are separated into a group covering the library in the school, a second group dealing with the public library, a third group covering the relationship of public and school libraries, and a fourth covering public reference and research libraries.

An interesting device in this chapter is the differentiation between the suggestions with recommendations largely limited to things that are canonical practice on one hand and suggestions offered in areas requiring further study or where there is no generally accepted standard, on the other hand.

This reviewer's only reservation about the report is that it hews closer to conventional practice than should be necessary in a new

and evolving situation. While it is suggested that experimentation in joint operations of school and public library service be undertaken, it is exceedingly doubtful, in view of the fact that service to children is not differentiated from service to adults and young adults, that much will be learned from this type of experimentation that has not already been learned on the mainland. Also separation of research libraries by type of use and restriction of their use as here proposed would seem to foreclose the opportunity of developing an integrated library service program that would make all books available wherever and whenever needed and at whatever level needed. Also this reviewer is not convinced that the arguments for maintaining the public libraries as a centralized operation on the state level under the State Department of Education have been explored adequately or that this will be a profitable solution as against having a state library agency supplementing four independent county library systems.

Another assumption that troubles this reviewer is that the primary question is one of avoidance of duplication (and what is normally linked to it as if it were an inevitable concomitant, waste) rather than the development of the optimum program — whether the program be capable of achievement in this year, next year or in twenty years — that will provide book and related services at all levels to all of the people of the State of Hawaii to the fullest extent to which these can be useful in helping people to develop fuller and more creative and more productive lives. It is hoped that future volumes are planned to cover this. It would seem to this reviewer to be a pity to miss the opportunity offered by a new state developing a new program to devise library systems which could provide a model to the other states of the union.

Ralph R. Shaw, Graduate School of Library Service, Rutgers.

* * *

The Lexington School for the Deaf Education Series. Book I: *An Annotated List of Filmstrips for Use with the Deaf*, (selected and classified for school use), by Patricia Blair Cory.

Book II: *School Library Services for Deaf Children*, by Patricia Blair Cory. Washington, D. C., Alexander Graham Bell Association for the Deaf, Inc., 1960. Book I — \$1.70; Book II — \$3.20.

Book I of this Series was designed to aid the teacher in a wiser selection of visual

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materials for use in the classroom. These filmstrips cover a variety of elementary and secondary school subjects that have been found to be of interest to all children. Each filmstrip has been reviewed personally by Mrs. Cory and other professional staff members and the subject matter has been correlated with pupil age and grade level. The use of such material should be of particular value to teachers concerned with the education of deaf children, many of whom depend almost entirely on visual media for learning.

Book II of this Series presents a basic philosophy underlying the major objectives of a school library program for deaf children. Since the skillful guidance of a trained librarian usually is instrumental in stimulating hearing children to consider reading a rewarding experience, the deaf child needs this special help even more. Detailed suggestions concerning the philosophy and functions of the school library, its administration, services and book selections, are discussed. Many of the points contained in this monograph should be useful for any librarian since it covers more than just the mechanics of library management. For the librarian who is concerned with deaf children, it should be an extremely valuable reference and it represents an important contribution to the understanding of the educational needs of children with impaired hearing.

Nancy E. Wood, Specialist, Speech and Hearing Disorders, U. S. Office of Education, Washington, D. C.

(Together, these booklets provide a unique contribution to school library literature. Ed.)



TALA Activity Book. Travis Tyer, editor. Teen Age Library Association of Texas. 97 p. Illus. \$1.25. Available after July 1 from the editor, Young Adult Department, Dallas Public Library, Dallas, Texas.

The school library clubs of Texas must be among the most enterprising groups of young people in the country. At least that is the impression made by their Association's Activity Book which presents material gathered from local clubs by librarians in the several districts of Texas. This has been assembled and edited by Travis Tyer, who has succeeded in welding this heterogeneous information into a well organized and flowing account of the varied activities of dozens of library clubs.

The booklet is composed of six chapters. The first describes social, instructional and ceremonial club meetings. Three rather elab-

orate installation ceremonies are given in full. Also included are descriptions of parties, picnics, teas and games which have been popular with library groups. Fund raising, which is often a problem with student assistant groups, is discussed in the second chapter, and many ingenious schemes are presented. The third section describes the many types of services given to the library, the school and the community, while the fourth tells of publicity devices such as radio and television programs, columns in school papers, parades and contests. Bulletin boards and displays in libraries are treated in one of the longest and most attractive chapters. Twenty or more illustrations show bulletin boards and exhibits prepared by various clubs, many of which have committees devoting full-time to this work. The last chapter presents scripts of several skits and pantomimes which have been presented by library clubs at school assemblies and also at the state conventions. Many of these perhaps would appeal to junior high school groups more than to the more sophisticated senior high school students.

This activity book is one of the publications mentioned in the bibliography of material available on student library assistants recently prepared by the Library Extension Service of the University of Michigan Library in cooperation with the Student Assistant's Committee of the American Association of School Librarians. One of the distinguishing characteristics of the TALA book, however, is that it describes a large number of activities which have been carried out successfully by specified groups. Conceivably, such groups might be willing to correspond with other clubs interested in the same projects.

This attractive paper-bound booklet with a picture cover and many illustrations is printed in clear type on very high gloss paper. There is no index, but, supplementing a general table of contents, each chapter is preceded by an outline with page references to topics. Some imbalance has resulted from descriptions of certain activities, such as skits, ceremonies and book processing routines being given in full, while other activities of equal interest are dealt with in a sentence.

Librarians new to work with young people and also experienced librarians looking for fresh ideas and encouragement will find many interesting suggestions here.

Elizabeth H. Hoegstedt, Asst. Librarian, Somerville High School, Somerville, N. J., and Adviser, N. J. School Library Council Association.

ALL ABOARD

Lexy for Short

By Audrey McKim; illustrated by Charles Geer. A delightful story of Lexy's efforts to make friends in her new home in Edmonton, Alberta. 160 pages. Ages 10 up Cloth, \$3

Alaska Harvest

By Elsa Pedersen; illustrated by Kurt Werth. When Mary's mother gets sick, the family moves into a fishing boat anchored at Seldoria, Alaska. 192 pages. Ages 9 up Cloth, \$3

Treasure Of the Revolution

By Mary Virginia Fox; illustrated by Cary. A thrilling story of how the new nation's chest of gold was safely transported out of Philadelphia. 192 pages. Ages 9 up Cloth, \$3

Benjamin

By Irene Elmer; illustrated by Ruth Van Sciver. A magic cat grants Benjamin his special wish, and Benjamin changes from a horse into a unicorn. 48 pages. Ages 5-8 Cloth, \$1.75

Keo the Cave Boy

By Lois Hamilton Fuller; illustrated by Donald Bolognese. The story of Keo gives an accurate picture of life before the last big glacier. 128 pages. Ages 8-12 Cloth, \$2.75

Word Twins

By Mary Sue White; illustrated by Stan Palczak. Appealing four-line verses help young readers get acquainted with frequently used homonyms. 32 pages. Ages 5-8 Cloth, \$2



Abingdon Press

In Canada: G. R. Welch Company, Ltd., Toronto

Abingdon's Juvenile Book Special



The Sea Cart

By Janet Konkle; illustrated by Donna Hill. Jean Louis, a small boy of the Canadian Gaspé, proves his worth when he builds his own sea cart. 48 pages. Ages 5-9 Cloth, \$2

Cynthia at Church

By Carrie Lou Goddard; illustrated by Hertha Depper. Cynthia is hesitant about attending a new church but she quickly makes new friends. 96 pages. Ages 6-9 Cloth, \$2.50

Winds A'Blowing

By May Justus; illustrated by Jean Tamburine. Winds blow, fairies leave small footprints, and May Justus captures them all in poems for boys and girls. 80 pages. Ages 5-10 Cloth, \$2.50

Good for Nothing

By Gina Bell; illustrated by George Wilde. Toby discovers a way that little boys and big boys can play together harmoniously. 32 pages. Easy-To-Read Cloth, \$1.50

Sugaring Time

By Solveig Paulson Russell; illustrated by George Daly. This is the story of how maple sugar has been processed through the years. 48 pages. Ages 8-10 Glossary and index. Cloth, \$2

It's Fun to Speak French

By Lillian Bragdon; illustrated by Judith Brown. Easy French phrases, songs, poems, stories and games for children learning to speak French. 96 pages. Ages 9-14 Cloth, \$2.75



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In Australasia: Thomas C. Lothian, Melbourne



Highlights from President's Annual Report

ELIZABETH O. WILLIAMS

At this Annual Conference of the American Association of School Librarians, it is appropriate to review the activities of our Association and evaluate progress and accomplishments. It has been a challenge and an inspiration to work with the many fine people who have provided the professional leadership in our Association. Your President has appreciated the opportunities to attend various state conferences. There is no better way to gain an awareness of the library programs that are developing throughout the country and to become acquainted with the dedicated people who are responsible for this development.

Department status in NEA, which was successfully concluded last July, brought increased responsibilities as well as opportunities. AASL is no longer an adjunct but an integral part of the NEA and its departments. It was a pleasure to attend the NEA Regional Conference on Instruction in Tucson, where future trends in educational media for the improvement of education were discussed. It was an honor to represent you at the NEA Department Officers Conference in Washington, D. C., in May, and to become acquainted with NEA officers and staff and with the NEA as a working organization. There was opportunity to discuss the future status of AASL with Dr. Derthick, Assistant Executive Secretary for Educational Services. Many problems remain to be solved, such as the establishment of an assistant executive secretary and

office at NEA Headquarters and an adjustment in membership dues. Conferences with executive secretaries and presidents of other departments have established good working relationships, and plans for future cooperation were made.

ASCD wishes to work with us on joint conferences and programs on teacher education in the use of libraries. The Division of Audio-Visual Instruction and the Division of Higher Education invited us to plan with them for an all day joint meeting at the NEA Conference in Atlantic City. The AASL President was also invited to participate in the DAVI Conference in Miami as Chairman of a Section meeting on the Implementation of the Materials Center Concept. Your President and Executive Secretary also had the privilege of presenting a program on school libraries at the National School Boards Association Conference in Philadelphia. We hope that representation at this Conference may be continued. We found Board members most knowledgeable about their school libraries as well as keenly interested in improving them. AASL has had representatives at the following NEA Conferences: the Off Record Conference of the Commission for the Defense of Democracy through Education; the National Conference on Federal Legislation; the invitational Regional Conferences on Instruction in Tucson; NEA Annual Conference with program participation, and the meeting of the International Relations Committee. Activities have involved

the distribution of materials, publicity releases for NEA periodicals; listing of all publications in the NEA Journal, placement of AASL publications in the archives display at NEA Headquarters, attendance of the AASL Executive Secretary at staff meetings.

An important forward step at Mid-winter was the approval by the Board of Directors of the appointment of an Ad hoc Advisory Committee on Legislation, with its purpose to support the work of the ALA Federal Relations Committee in the area of school library legislation and to work with the ALA Washington office, to inform the membership of AASL about pending school library legislation. Its immediate responsibility was (1) to appoint a network of state representatives to work with the Ad hoc Committee, and (2) to prepare a fact sheet about school library needs and to urge each state to supplement this with one geared to state and local needs. Under the dynamic chairmanship of Sarah Jones and the guidance of Germaine Krettek of the ALA Washington office, the Committee went into immediate action with an excellent fact sheet. State chairmen and the Committee have actively supported the School Assistance Act (S-1021, HR-4970) which has important implications for school libraries. Members have testified before committees of the Senate and House in behalf of the inclusion of a title in the NDEA (S-1726, HR-6774) to strengthen school library services and resources.

We are truly grateful to Helen Bennett and the Committee on Professional Status and Growth for the implementation of the AASL resolution on Teacher Education in the Use of Instructional Materials, urging a basic program of instruction. This past year the resolution was mailed to the library and education press and to those

concerned with teacher accreditation. The Association for Supervision and Curriculum Development of NEA has also voiced a need for such training and has publicized a resolution to that effect. These resolutions were printed in the *Journal of Teacher Education*, March, 1961, of the American Association of Colleges for Teacher Education, with reprints available for distribution. A joint mailing of their report to 1200 education institutions is being planned by AASL and ASCD. The Committee will follow up with a survey of the type of courses now being given and develop guide lines for the kind of courses needed in the future.

Probably the most significant event in the year was the launching in February of the "School Library Development Project." Operating under a \$100,000 grant from the Council on Library Resources, Inc., the Project has for its goal the establishment in each state of a blue print for a long range school library development plan. (Ed. note: See article by Mary Frances Kennon p. 25)

The re-organization of the State Assembly with three year representation from each state should serve to cement closer working relationships with the states. A proposed manual which would clearly define the purpose, the activities, and areas of responsibility will further the effectiveness of the State Assembly. A newsletter to state presidents and state assembly representatives brings continuity and interpretation of the national program.

This year the emphasis of national Library Week was on "School Libraries and the Development of Lifetime Reading Habits in Youth." This opened up a fine opportunity and a challenge for school librarians to show their schools and their communities the importance of the school library in the educational program. The Na-

tional Library Week Committee of AASL and Chairman Ailine Thomas made a special effort to involve each state in a program through the appointment of a state chairman and the distribution of informative materials. We were indebted to Virginia Matthews, Associate Director, National Library Week, for her special interest and guidance.

Under the able leadership of Alice Lohrer new impetus has been given the work of the Committee on Improvement and Extension of School Library Services. This Committee has contacted all school library supervisors on implementing those recommendations of the White House Conference on Children and Youth which are concerned with better school library programs and services. Miss Lohrer is to conduct a research study for AASL on "The Role of the School Library as an Instructional Materials Center with Implications for Training." This study will be financed by a USOE Title VII grant. The committee is also working cooperatively with other ALA divisions on the interpretation of policy as related to school libraries and bookmobile service and on the implementation of the resolution of the Trustees Association clarifying the distinctive functions of school and public libraries.

We can point with pride to the special school libraries issue of the *ALA Bulletin*, February, 1961. If you are seeking a forward look in this space age you will find it here, in the many excellent articles on new educational trends and media and their impact on libraries. *The Instructor Magazine* for November 1960, with Margaret Moss as guest editor, featured the elementary school library.

A variety of other programs and activities have been carried on through the fine efforts of enthusiastic and de-

voted committees and members. As we review the many and varied activities and recognize that new ones are forthcoming, we realize the need for a Project Committee to determine priorities and membership interests in relation to the programs to be undertaken. We are pleased that you approved Section Status in AASL for the City, Town and Country Supervisor. This close affiliation should strengthen the school library program.

We are sorry to record the resignation of Eleanor Ahlers from her position of Executive Secretary. She has rendered outstanding and dedicated service to both AASL and ALA during these past four years. We wish her well in her new position of State Supervisor of School Libraries in Washington.

In closing, I should like to express my personal appreciation and that of the Board and membership of the American Association of School Librarians to Mrs. Stevenson, Mr. Clift, and the American Library Association staff for their interest and support of school library activities throughout the year.

May I say "thank you" to each and everyone for your contribution to AASL and wish the incoming president as interesting and challenging a year as I have had working with the devoted members, officers, and chairmen of AASL.

AVAILABLE FROM AASL OFFICE

"Policies and Procedures for the Selection of School Library Materials" — the official statement approved by the AASL membership July 12, 1961.

"Teacher Education in the Use of Instructional Materials" — a statement approved by the AASL membership in June, 1960.



Tribute to Eleanor E. Ahlers

When Eleanor Ahlers came to the ALA Headquarters four years ago to assume the duties of the Executive Secretary of AASL, little did she realize what a whirlwind of activity was to sweep her along the next four years. Characteristically she plunged into the myriad of things such a position entails, organizing the work for an efficient and smooth running operation. AASL has been fortunate indeed to have had her dynamic and outstanding leadership during this period. She has left an indelible impression on the progress and growth of the organization.

Efficiency, charm, grace, tact, enthusiasm, friendliness, sparkling personality — these are but a few of the descriptive words that come to mind when the name of Eleanor Ahlers is mentioned in the library world. She has endeared herself to many with whom she has worked at the national, state, and local levels because of these qualities. As an able speaker, she has inspired school librarians and has interpreted effectively the role of the school library to many education and lay groups. She has contributed articles to numerous library and educational periodicals with similar success.

Under her well organized leadership the association has expanded its scope of activities and has grown in stature and in national recognition. She had the rare quality of being able

to keep her fingers simultaneously on the many facets of AASL work. The volume of work she handled so capably continually amazed those who worked closely with her. Her drive and dedication to her profession resulted in many accomplishments.

Theodore Roosevelt once said, "Every man owes some of his time to the upbuilding of the profession to which he belongs." Certainly Miss Ahlers has exemplified this. In the annals of AASL history, the guiding hand of Eleanor Ahlers will be evidenced in such milestones as the publication and implementation of the *Standards for School Library Programs*, the affiliation with NEA and the development of the professional relations program.

Although it is with deep regret and a certain sadness that her resignation has been accepted, nevertheless the best wishes of all her friends will accompany her as she takes over the position of state school library supervisor in her own state of Washington. Here again, the impact and benefits of her leadership will be felt and her contribution to the field of school librarianship and to AASL will assuredly be continued.

— E.B.

Esther Burrin was one of the presidents of AASL (1959-60) during Eleanor's term at ALA headquarters and knows well the strengths of our former Executive Secretary.

BUSINESS PROCEEDINGS OF AASL

Membership Meeting. More than 400 attended the Membership Meeting held in the Little Theatre of the Public Auditorium Wednesday, July 12, at 8:30 a.m., with Elizabeth O. Williams, president, presiding.

After the call to order, the platform guests, who included the Board members, were introduced. A motion was passed to dispense with the reading of the Montreal Conference minutes. Esther Burrin, past president, reported on the PEBCO sessions and gave the treasurer's report in the absence of Ray Erbes, treasurer.

Ruth Tarbox, chairman of the Elections Committee, reported that 2,179 ballots had been cast. The president introduced the new members of the Board: vice-president, president-elect, Cora Paul Boman; second vice-president, Louise Meredith; recording secretary, Mrs. Georgia Cole; Directors, Marylyn Davis, Donald Bentz, Mrs. Fern Prior, Mrs. Mildred Frary; ALA Councilor, Mary Gaver.

Eileen Noonan, chairman of the Grolier-Americanica Scholarship Awards, presented the 1961 awards to Chow Loy Tom representing the Department of Library Science, College of Education, University of Hawaii, recipient of the undergraduate award for school librarianship, and to Hannah Hunt, representing the School of Library Science, Western Reserve University, winner of the graduate award.

A report was given on the progress of the School Library Development Project by the Director, Mary Frances Kenyon. She explained the background of this standards implementation project and listed the four categories of activities as the Leadership Conference, the acceptance of twenty-one state proposals for project funds, publications and the development of materials, and consultant service.

Jean Lowrie, editor of *School Libraries*, reported on the new features of the periodical and outlined future plans.

Virginia Mathews, associate director of National Library Week, reported on the articles and many activities in 1961 which emphasized school libraries. She distributed a detailed report stressing programs planned at the national level by NLW, and also those carried out at the local level by school librarians in the school library field. Frances Sullivan, national PTA Reading and Library Service chairman, also emphasized the work and interest shown through reports on school

library activities by local and state PTA groups.

In her report on the Ad hoc Legislative Committee set up at Midwinter, the chairman, Sarah Jones, explained the federal legislation which was under consideration that might benefit school libraries.

Eleanor Ahlers, executive secretary, summarized the work of her office not only for the past year, but also during her four-year term (See full report on p. 15)

Three amendments to the Bylaws presented by Anna Clark Kennedy, member of the Bylaws Committee, were approved as follows: Article I, Name, to include the phrase *and a department of the National Education Association*; Article II, Section 5, Purpose, to include *encouragement of Membership in the National Education Association*; Article V, Section 5, Officers, that the vice-president, president-elect shall serve as a member of the Association's Program Evaluation and Budget Committee.

The petition of the City, Town and County School Library Supervisors to be made a Section of AASL was approved.

Jean Crabtree, chairman of the Instructional Materials Committee, read the statement on "Policies and Procedures for Selection of School Library Materials" which had been distributed to the membership, and which had been approved by the Board at Midwinter 1961. The statement was approved as an official statement of AASL.

In her annual report of the program activities, Miss Williams pointed out her participation in many state and national conferences. (For full report, see p. 54)

Lois Fannin, chairman of the Resolutions Committee, presented two resolutions which were approved. The first was one of appreciation to the host librarians in Cleveland under the chairmanship of Helen Lewis. The second was to Eleanor Ahlers and was as follows:

Resolution to Eleanor Ahlers

Be it resolved that the members of the American Association of School Librarians express their deep appreciation and sincere gratitude for the untiring efforts and outstanding accomplishments of our Executive Secretary, Eleanor Ahlers.

Whereas her excellent relationships with other educational organizations have brought about increased recognition to our Division;

Whereas her gracious acceptance of responsibilities, efficient manner in the per-

formance of her duties, her unanswering loyalty and her contagious enthusiasm have furthered the progress of AASL;

Therefore, be it resolved that the good wishes of AASL go with her to her new position as the School Library Supervisor of the state of Washington.

Resolutions Committee

Jessie Boyd

Lois Fannin

Margaret Moss

After a short recess, Miss Fenwick introduced the program, "Human Talent and the Librarian." (See p. 29 for discussion of this presentation.)

Board of Directors. The first meeting of the Board of Directors was called to order Thursday evening, July 13, by the president, Elizabeth O. Williams.

Esther V. Burrin, past president, reporting on the PEBCO sessions, explained the budget cuts which included \$207 from the Standards Committee, and \$1,139 from *School Libraries*. Other program budget requests were approved as submitted by AASL.

Elenora Alexander, member of the ALA Committees on Organization, led the discussion about the need to revise the field of responsibility statement in line with the decision of Council that responsibility for materials should be dispersed throughout all divisions. It was voted that a committee of the Board should be appointed to study and revise the statement of responsibility; subsequently, the new president appointed Georgia Cole, Mary Louise Mann and Cora Paul Bomar, chairman, to this committee. The consensus was that the Instructional Materials Committee should study and identify areas in which lists are needed for school libraries.

Miss Williams reported on various NEA conferences in which she had participated during the preceding months — the Regional Conference on Instruction in Tucson, the DAVI conference in Florida, the two-day conference for departmental presidents and executive secretaries at NEA in May, the programs planned by AASL at the NEA annual convention in Atlantic City in June. She and the executive secretary discussed with the Board the response to the proposal to NEA that an assistant executive secretary be housed at NEA and financed by NEA. Although the NEA Executive Board approved this request, it was not granted by the Budget Committee for next year. A sum of \$500 was allocated to AASL to make it possible for the executive secretary to spend time working at NEA. It was voted to dis-

solve the NEA Affiliation Committee and to empower the president to appoint a special committee for liaison with NEA.

Ruth Ersted, Minnesota State Department of Education, reported on the status of the proposed leaflet on libraries in rural schools to be produced jointly by AASL and the NEA Department of Rural Education. Work has not been started and Miss Ersted expressed concern about such a publication which might prove a disservice to rural schools. The Board agreed that principles and guidelines could be developed and asked Miss Ersted to explore with the state school library supervisors the contents of such a publication.

The second meeting of the Board was held Friday afternoon, at which time Charlotte Coye, chairman of the State Assembly Planning Committee, reported on the meeting of the State Assembly held that morning. Thirty-four states were represented and fifteen reports describing activities of state school library associations were presented. Miss Coye reported that the committee had been working to establish better communication with the state organizations by means of newsletters and that the next major project would be the drafting of a manual of information.

The incoming chairman of the Elementary School Libraries Committee, Mrs. Irene Davis, discussed next year's program with the Board and promised the draft of a brochure on starting an elementary school library for Board consideration at Midwinter.

Mrs. Helen Bennett, chairman of the Committee on Professional Status and Growth, distributed copies of a new AASL membership brochure. The Board approved the contents. Mrs. Bennett reported on the use made this past year of the resolution on "Teacher Education in the Use of Instructional Materials." She stated that ASCD had agreed to a letter from the presidents of both AASL and ASCD to accompany the reprint including the similar resolutions of the two associations to be sent to approximately 1,200 teacher-training institutions.

Mrs. Betty Carhart, AASL's new representative on the ALA Membership Committee, reported on the meetings she had attended in Cleveland. The complex and unwieldy organization was again discussed by the Board and its concern about the lack of division activity; suggestions were made to Mrs. Carhart.

Miss Norris McClellan, chairman of the International Relations Committee, reported on the two-day meeting of the NEA International Relations Committee meeting at

NEA in April, which she attended with half her expenses paid. She stated that the work on the revised "Going Places," a list of school librarians in foreign countries, was nearly completed. The kits of materials about the use of libraries in the development of international understanding to be prepared by her committee and distributed by NEA were discussed.

Mary Helen Mahar, School and Children's Specialist, Library Services Branch, U. S. Office of Education, distributed copies of the policy statement recently published by the Study Commission of the Chief State School Officers and based on their study entitled "Responsibilities of State Departments of Education for School Library Services." She reported on the statistical survey of school libraries which she has recently undertaken.

The chairman of the Professional Relations Committee, Mrs. Georgia Cole, stressed the need for lists of materials for distribution when AASL exhibits at national conferences and the training of consultants who serve in the booths. In order to demonstrate good techniques a program has been suggested for the State Assembly at the Miami Beach Conference. Mrs. Cole was commended for her outstanding work as chairman of this important committee.

The new Board convened Saturday morning, with Sara Fenwick, president, presiding.

Evelyn Peters, chairman of the newly approved section of City, Town and County School Library Supervisors, was introduced as a voting member of the Board. She announced that this first section of AASL had presented a check for \$100 to the Headquarters Building Fund in honor of Eleanor Ahlers, retiring executive secretary.

The editor of *School Libraries*, Jean Lowrie, discussed with the Board problems concerning advertising and the need to have it centralized in the AASL office, the possibility of selling current issues of the magazine to other than school librarians, and the need for assistance in locating special articles, authors and pictures. It was voted that the period of editorship be such that there be an overlapping of editors for the October issue when there is an incoming editor.

Miss Williams announced that the theme of the February 1962 issue of the *ALA Bulletin* would be on elementary school libraries. Other series of articles for 1961-62 on the same theme were announced for the November *Instructor* and several issues of the *Wilson Library Bulletin*.

Mary Gaver, outgoing chairman of the Standards Committee, emphasized some of the points in her report to the president, es-

pecially in the area of working with accrediting associations and other outside groups and in many kinds of standards implementation activities in the states due at least in part to the work of her committee. She stressed the problems of recruitment to the profession, teacher education, upgrading of regional standards, continuing attention to the development of skills and knowledge on the part of school librarians themselves.

After some discussion about the needs for a projects committee for initiating and clarifying proposed activities and for developing proposals under the ALA Goals Awards, it was voted that the AASL Program Evaluation and Budget committee be enlarged and its duties include the responsibility for program planning.

Other action taken was that program planning for ALA conferences should remain with the president-elect and that NEA program planning should be assigned to the second vice-president; that the second vice-president be a member of the AASL PEBCO; that the president's committee appointments be approved; that the resolution honoring Eleanor Ahlers be sent to David Clift of ALA and Lawrence Derthick of NEA.

*Eleanor E. Ahlers
Executive Secretary*

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